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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Teacher Training

IT IS EIGHTY-NINE years since the first State Teacher Training School was opened in Lexington, Massachusetts, July, 1839. It is little more than half a century since the first teaching of "didactics" was introduced in an American college or university. It is now expected that every applicant for a teacher's certificate will have had some professional training for skill in teaching.

One of the problems in education is the character of the preparation given in State Teachers Colleges and University Schools of Education.

It was seven years after the first State Normal School was established in the New World before the Massachusetts State Board of Education was ready to state that the business of a State Normal School was to prepare its graduates to teach.

The issue was squarely drawn between enthusiasm over professional ideals and ability to teach a school. That issue has to be met over and over again, and it has never been stressed more than it is to be in the immediate future.

Is "professional" training to be training to teach pupils and students to make the most of their personality or is it to have them conform to certain professional standards?

This is to be the most vital question in American education, especially in teacher-training institutions. No one can dodge this issue.

Senator Ferris

SENATOR WOODBRIDGE N. FERRIS of Michigan died in Washington on March 23, after a brief illness. He was seventy-five years old, and was the first Democratic senator from Michigan in nearly half a century. He was one of the few Democratic governors Michigan has ever had and one of the best.

Senator Ferris was one of the ablest men in the United States Senate. He had made a highly creditable record in public life. He was a great teacher, built an important institution at Big Rapids, and was an attractive and forceful platform speaker on any subject.

Senator Ferris was a notable and noble personality. His vision was clear, and his horizon extended. His thinking was logical and his expression forceful. He had the universal confidence and admiration of his state and of his associates in Congress.

Personally we had an intimate acquaintance with Dr. Ferris for more than a third of a century, and there was never an act or word of his which did not intensify appreciation and heighten friendship.

Borden of South Bend

SOUTH BEND, Indiana, has gone on record as one of the one hundred per cent. appreciative cities of one hundred per cent. service. Superintendent W. W. Borden will close his third term of three years next August, and the Board of Education has re-elected him at a salary of $8,000 the first year, $8,500 the second, and $9,000 the third year.

Mr. Borden has modernized the schools in every respect; has adopted and adapted all vital departures that seemed sane; has abandoned none; and has had the hearty support of his teachers in everything. His re-election represents the appreciation of the public as well as of the school people.

Mr. Borden has been superintendent in Orrville, Ohio; Bucyrus, Ohio; going to South Bend in 1919.

Easter at Hollywood

THE Hollywood High School, Los Angeles, makes the most of Christmas and Easter of any school we happen to know. We were there when the Christmas preparations were at their height, and it goes over to Easter.

For nine years the students of the High School have made the children of two grammar schools very happy. This year the cash raised by Hollywood students was $2,614, and 3,522 garments were available for families that welcomed them most heartily. Six hundred dollars was given to the Children's Hospital, and $100 to the Community Chest.

Potter of Milwaukee

MILTON C. POTTER, superintendent of Milwaukee since 1914, has been re-elected without a dissenting vote with a salary increase from $10,000 to $12,000. This is not only a high compliment to Mr. Potter but to the city of Milwaukee. It is a noble demonstration of the tendency to professional stability. We knew Mr. Potter at Idaho Falls, Colorado, then in Pueblo and St. Paul before going to Milwaukee. It is a notable record for any professionally progressive man to have been uniformly successful in such a range of cities as these and to keep the pace in as idealistic a city as Milwaukee for as many years as Mr. Potter has been in Milwaukee.

Incidentally Mr. Potter has demonstrated that his professional skill begins at home, for he has two sons at Harvard—the elder graduated in 1926 with all sorts of scholastic honors, such as Magna Cum Laude and Phi Beta Kappa, and is now an instructor in the University and is studying for a graduate degree. The younger son, a sophomore in Harvard, is fullback on the football team, and won national recognition by what he did for Harvard's athletic record in 1927.

A Delightful Experience

I. FREEMAN HALL of North Adams has had a remarkable and delightful experience, one of the most satisfactory we have known. Well past his eightieth birthday he retired from active administrative life before there was a pension provided for him, but one of his pupils of the long ago quietly provided for a first of the month check as long as he lives.

Mr. Hall wrote the story of his public school life from three to eighty years of age. As we have said, it is an interesting tracing of school life, but no publishing house would take a venture on it even after more than three hundred persons had subscribed for it in advance at two dollars each. He published it personally, more expensively than any publisher would have thought of doing, and the price had to be $2.60.

When many of his friends were distressed to think of his having a thousand copies on hand after filling the advance orders, another good friend purchased the thousand copies of "the best History of Education" available and is placing them in libraries of New England, other United States libraries and important libraries of Europe.

Thus Mr. Hall is relieved of all anxiety, has a comfortable reward for the time and talent bestowed upon its preparation, and has a place among educational historians occupied by no other school man.

Los Angeles Scores Again

FROM an experimental Children's Theatre launched two years ago by the Parent-Teacher Federation in Los Angeles has grown a significant movement to provide better entertainment for children. Managed by the Parent-Teacher organization and supported by the Board of Education and the teaching force of the city a course of Saturday matinees was launched on February 18, the entertainments being given every Saturday afternoon in thirteen different high schools, both junior and senior.

The course includes musicals, motion pictures and spoken drama. The musicians are people of distinction and the play directors are prominent in community drama. The purpose is to provide wholesome but entertaining family programs. Single admission is fifteen cents with ten coupons for a dollar. The project is being watched with keen interest. If it succeeds in Los Angeles it will spread far and wide.

City Superintendent of Schools

By A. E. WINSHIP

A SUCCESSFUL superintendent of schools in a city of more than a quarter of a million people has the biggest job of any man or woman in America.

It requires a clearer head and a stouter heart, nobler courage and greater wisdom to be a genuine success as the superintendent of a large city than to handle the biggest industrial business in the country.

Such a city superintendent must accept conditions that he did not create, and that he cannot re-create for a long time, and after he has re-created them he has no assurance that he will not see them returned to a chaotic state at any time.

A successful superintendent of a large city must be an inspiration to tens of thousands of children whose respect for him will prevent their disgracing the city if they view a football game, or go on a strike if they like a bad teacher or do not like an extra good teacher. A superintendent is responsible for the conduct, in school and out, of every adolescent boy and girl in the schools of the city.

A successful superintendent of a large city must not be critical of teachers long in service, whose pupils of other years are now influential in the city, and he must not be over appreciative of the good work of new teachers since that may create a jealousy that will jeopardize his plans.

He must be careful not to incur the displeasure of influential persons in the city who were former teachers and have conscientious devotion to sacred traditions. He must play safe with politicians in power and with politicians who may come into power at the next election, and above all he must have the personal confidence and professional admiration of the citizens as a whole which will safeguard him against any insidious schemes of anybody.

Such a city superintendent is by all means the greatest asset of any community, is by far the most important educator in the country.

He is infinitely more educationally valuable to America, as a demonstration of what can be achieved, than any amount of writing or speaking about what ought to be achieved.

There are two conditions which demonstrate public appreciation of real greatness in city superintendents. One is tenure such as Massachusetts provides; the other is promotion to deanship in a college or university where he can pass on to future teachers his seasoned professional wisdom.

There is nothing in America today quite as vital as the public schools, and no public schools are really valuable unless there is inspirational leadership of all the teachers, of all the children, of all the citizens.

Wealth

By W. HOWEY

Not by the size of their houses or lands,
Or their golden coin in the bank;
The number of servants who come at their call,
And not by their titles or rank;
Not by their acres of waving grain,
Or their animals prized in the pen;
Not by the riches of forest or mine,
Do I reckon the wealth of men.

I brand them poor though they roll in gold,
And the things that gold can buy,
If they have no friend, and their heart be lone,
If they love not earth and sky;
Though they live in state and travel far,
On means they did not earn;
If the strength of life be spent to gain
Just things that fire can burn;
If they feel no pulsing of tender love;
In good causes take no part;
If sweet content crown not their brow,
And they have not peace at heart.

I count men's wealth by their will to serve
And their power to fill the plan;
Who deepen the joy of many hearts,
And bring new joys to man;
By the number of friends who know them true;
Who are true to them in turn;
By the worth of the interests they make their own;
By all riches that cannot burn.

I measure them rich by the love they gain;
By their longing when they roam,
For the smiles and kisses awaiting them
In that happy place called home;
By the way they can play with a little child;
For the times they look above;
The honor they draw from the snowy crown,
And depth in their heart of love;
For what they know of the world's best thought;
Who love the sky and the sod;
By the joy they find in their daily toil,
And the depth of their peace with God.

—Exchange.

Belding's Page

PENSIONS FOR TEACHERS

SOME weeks ago the belief was expressed on this page that pensions for teachers are rather a makeshift than an ultimate solution of the teacher's ecomonic problem. Vociferous protest came from one person—the paid secretary of an association presumably committed to the advocacy of teachers' pensions.

Let me repeat that, in my opinion, it will be much better to pay teachers salaries from which they can save for future contingencies than to hold back part of their compensation to be delivered to them after retirement. If pensions are provided, they should be upon a contributory basis and the choice of contributing or not should be wholly voluntary with each teacher.

One of the best reasons for this view is the following: Teachers live and work in a social order which aims at cultivation of individual self-respect, self-support and independence. In order to train young people for life in such an order, the teacher should be experienced in it himself. The teacher whose future is secured automatically by some higher power is not sharing the common status of his fellow Americans, most of whom have to look ahead. How can a teacher, so circumstanced, be keenly interested in developing that sturdy manhood and womanhood which are the backbone of the nation?

Thrift—in the sense of prudent management of both saving and spending—is an indispensable part of the well-rounded character. A teacher lacking the usual incentive to thrift is out of keeping with the rest of the picture. Not only will any actual direct teaching of thrift be inert—the influence of the teacher for sterling worth and staunch habits in the individual will become weakened after a time, if the teacher continues to be pampered.

Don't misunderstand what I am saying. I would not have the teachers receive less compensation in the aggregate, but more. My contention is that the non-contributory or compulsory pension of any kind is unsound in principle, and that teachers are on the wrong track when they demand this snug little nest for themselves.

BUNK—OR JUNK?

DESPITE the care which book publishers and schoolmen exercise in the production and selection of suitable textbooks, some excessively dull and stupid books are in use in almost every school system.

Take the subject of history, for example. The sentiment that "history is bunk" has usually been denied by educated poeple. But it is a true sentiment if it be taken to mean the stuff which is sometimes put between covers and placed in the hands of helpless girls and boys, for them to puzzle over. If it isn't bunk it's junk. The trouble is the children are expected to make it over into something useful.

Beautiful illustrations and maps, printed on de luxe paper, with large type, illuminated letters and drawn ornaments on every page—all or any of these embellishments do not atone for a text which lacks clarity. Some histories are so muddled, so jumpy, so devoid of all sense of proportion, so unfitted to the intelligence of a child, that it becomes an educational crime to require any teacher or any class to use them.

Not every teacher of history can teach it, and not every professor of history can write a textbook worthy the name.

Any one who cannot discover enough of dramatic interest in the unfolding story of any race or nation to make boys and girls enjoy the pages keenly, ought to be ashamed to assume the task of writing history texts for schools.

And schools which continue to employ such books after utter futility has been established, ought to be more than ashamed; for there is no possible excuse in the world for making pupils suffer needlessly and strive vainly over tasks that should be pleasant. Whatever portion of the next generation holds to the opinion that "history is bunk" will do so because of inadequate texts, or teaching, they are today encountering.

NATIONAL "EXAMS"

THE average citizen, while admitting perhaps that education goes on all through life, takes great satisfaction in the thought that the day he left school he said good-bye to "examinations."

Yet every experience of life is, in a sense, an examination. Every emergency is a test of individual character, resources, and training.

The American nation is about to undergo its quadrennial examination in government. The candidates chosen by the respective parties, the platforms adopted in convention, the men finally elected to office in November—will constitute the written answers of the people to an important quiz in civics.

If more of our citizens who have the needful preparation of heart and mind would engage in politics, the name of politician would cease to connote what it does today.

And if every citizen of intelligence would familiarize himself with the facts—do a little "cramming" if need be, prior to elections and primaries—then go to the polls and do his duty—there would be small risk of the nation "flunking out" in the November tests.

Anson W. Belding

Associate Editor.

Handwriting Can Be Taught

By HARRY HOUSTON

New Haven, Conn.

A POOR penman can acquire a good handwriting in six months by attending a special penmanship school. The majority of public school pupils have eight years of instruction and practice and come out with only fair or mediocre ability. These statements, it is believed, have been true for more than twenty-five years. We have tried various remedies for this situation. We tried vertical writing for a decade, but gave it up as not adequate. Just now there are some who think that manuscript writing would solve our problems. Some have said that the grade teachers were not properly trained. During the past twenty years thousands of teachers have taken courses and brought their penmanship up to a high standard, but this has not solved the problem. A lack of arm movement in the grades was thought to be the hindrance to good writing, but a very vigorous campaign leaves us still facing the fact that after eight years of instruction and practice we are not turning out the masses possessing a skill anything like what can be attained in six months in a special school. I have said a special school as I dared not say that such feats can be attained now by the commercial courses in high schools and business colleges, for they are now being hindered from making good penmen by the same causes that make it difficult in the grades. In a special penmanship school the student stops all writing except the practice he is given. This is the secret of the success. In commercial courses and the grades today the written work necessary in the other studies is far in excess of the writing practice. This is a situation that we must face and solve if we are to secure better results. No doubt some of the remedies that have been applied have done some good. but any careful observer will say that they have not proved adequate.

We have gone along teaching penmanship and using plans that would be entirely adequate if pupils had no writing except the writing practice. We must face the fact that the kind of practice that we have been giving is frequently nullified by the pages of written language, history, geography, etc., that must be prepared. We have kept our plans for primary writing so limited in content that teachers in the primary grades have become restless and impatient with us. They have wanted pupils to acquire a handwriting to use in connection with other subjects, while we were giving exercises, drills, and actual writing in such a limited manner that the needs as seen by these primary grade teachers were not met. The failure to change our courses in writing and adapt them to modern conditions is the chief cause for the introduction of manuscript writing.

We need to change our point of view and our courses in writing. We must realize that children need to write and must do a large amount of writing every day. We must realize that the vast majority of teachers are teaching pupils who can write and are doing much writing. We must change our instruction and practice so that it will have a direct effect upon this writing that must go on, and we must find a way to improve it. Our procedure has been such that our practice has had only a remote or indirect effect upon the pages of writing that must be turned out. In attacking writing, poor in quality, we should abandon our exercises, drills and much of our instruction upon details that does not affect an entire page of writing. Instead of trying to build up a handwriting by the piece-meal method, by exercises and a large amount of practice upon letters, it should be approached in a larger way by stressing points that affect all of the letters and make for improvement in an entire page of writing. I do not believe there is any other way of improving poor writing unless we stop all written work or increase the amount of penmanship practice until it is in excess of all other writing. Increasing the amount of practice by out-of-class work has been resorted to, but it is not satisfactory for several reasons; one of them is that the ones who need it least are usually the ones who do the most of this extra practice.

Nearly all teachers are confronted with pupils who can write, who are writing and are going to continue with much writing, but whose writing needs improving. Most teachers are confronted with exactly this situation. I do not believe the average teacher has been trained to adequately meet this condition. She has been trained to make good penmen if pupils have nothing to write except the penmanship practice. The usual procedure should be reversed when dealing with pupils who are already writing and whose work needs improving.

Stressing such points as size, slant, spacing, margins, and a steady motion will have an immediate effect upon an entire page of poor writing. A vigorous attack upon these points will raise poor writing to a fair quality. This is the first attack upon writing that is poor in quality. The next attack should not be upon isolated letters, but should be such as to affect many letters. The application of the following rules will do much to improve an entire page of writing:—

1. "Make sharp points and rounded turns in correct places."

2. "Close o, a, d, g, p, q, and s."

This procedure with the previous points will raise the writing another step in quality. From this stage on more detailed instruction upon letter formation should be introduced. Detailed instruction will change good writing to excellent, but it will not change poor writing to good with a limited amount of practice and a large amount of general writing.

A good plan in dealing with pupils who are using writing is to set an adequate standard for attainment at end of the term or year. For most of the grades a certain standard for speed and legibility should be the goal for attainment. The standards set up by most of the authorities are not very difficult and exacting. The quality of seventy on any of the measuring scales does not show excellent writing. It is difficult for many teachers to accept such a standard. The common practice has been to try to make excellent penmen. Plans have been formulated to induce the good writers to continue their practice until an excellent quality has been attained. These excellent writers have been the centre of attention. The whole course has been laid out with the idea of producing high skill rather than to attain a standard of seventy. Every pupil coming in contact with such a course has had to have his writing made over, regardless of the fact that a standard of seventy had been reached. All had to conform. All had to conform to many minute details in regard to formation of letters, penholding, and movement. Such a procedure is very difficult to carry out successfully with the small amount of time for practice that is now available and with the large amount of other writing that students must do.

After setting up a standard for legibility that is less difficult to attain than our former standards, the next step should be to give a test. Those who come up to the standard should be excused from practice so long as the general written work comes up to the standard. This is considerable of a change from what has been commonly done. We have not wholly accepted a certain quality and speed as the ends sought. Penholding and movement have been made ends instead of means. A number of penmanship teachers were asked the following question: "What should be done with pupils who successfully pass in speed and legibility but have not conformed to the instruction in penholding and movement?" The answer was: "Have them take the course over again." A changed point of view is needed.

After pupils have taken the test and found what relation their work bears to the standard, the next step should be an analysis of their writing by means of analytical scales for rating size, slant, spacing, movement and formation. Pupils should do this for themselves with some guidance and help from teachers. Pupils will then have self-imposed tasks that will enlist their interest and efforts to a far greater degree than uniform tasks imposed upon all by the teachers. Pupils will see by their individual score cards the weakest points in their writing. These should be attacked first. Copies and instruction should be grouped so as to present specific help upon the different elements on the score card. This procedure will lead to more group and individual instruction.

In addition to changing our standards and changing the instruction and practice so that it will have a more direct effect upon all written work, considerable needs to be done in supervising all writing done in connection with other subjects. This should be set up and managed by teachers, but should be carried out largely by pupils. Select the kind of written work that is greatest in quantity and that is most detrimental to good writing habits. About once a week excuse a committee of three from writing practice and have them judge a set of written work papers taken at random from the week's work. Change one on the committee each week until all in the room have participated. Set up rules for judging. In the grades it has been found practical to have pupils pass papers that are fairly good in size, slant, spacing, and arrangement of work on paper. This will eliminate noticeably poor writing. The judges should post the results of their work where all may see. Pupils whose work is not passed by the committee should have the right to appeal. The teacher may act as a higher court or a referendum may be given. Those not passing should work directly on the points that kept them from passing. This plan of pupil participation in judging will bring to each pupil in a very telling way his particular needs and will give a strong desire to bring the writing up to a good standard. It has made classes improve where no penmanship instruction was given.

Some such device should be used in all of the grades. An achievement chart can be used to advantage in any grade. For example, in the third grade print the following selection containing all the small letters upon the blackboard and have pupils write it: "I saw zebras, wolves, foxes, and queer monkeys from the jungle in the circus parade." Have the alphabet of capital letters written without copy. Observe carefully pupils' habits in sitting, penholding, and movement. Material is now at hand to make a survey of the writing. Select a few of the most outstanding needs. Write the names of pupils on a chart with vertical columns at the right, headed by the most prominent faults found. As soon as a pupil shows proficiency in any of the elements selected, check it in the proper column. This will tend to make each pupil concentrate upon his particular needs. One pupil may make the capitals well, but

be poor in spacing and margins, while another may find his needs in better size, position and movement.

The general principles outlined in this paper are being applied in other studies quite generally with success. It behooves the penmanship teachers to bring handwriting instruction into the current of educational practice.

Administrative Courses for Teachers

By R. D. CASE
Brush, Colorado

THE past decade has seen more advancement in scientific administration of public schools than had been made in all the years preceding. Textbooks dealing with problems in administration of public schools have been placed on the market by the best of the country's educators, Cubberley, Strayer, C. L. Engelhardt, Fred Engelhardt, Almack and others. Practically every problem that could come to an administrator is discussed by these authors and famous educators. There was a decided need for these publications and that need has to some extent been taken care of. Courses devoted to the discussion and attempted solution of problems met by the administrator are offered in the colleges and universities maintaining departments of education. Here the administrator finds opportunity to discuss with fellow administrators the very problems that are his during the school year and come away with the ideas and opinions and solutions of those of his profession. The crowded classes in this work in summer schools indicate that the administrators consider this work in problem solving very much worth while.

After principles and standards and solutions relating to the problems of the administrator have been at least partially solved and determined, there yet remains the more weighty task of making the application of such. This application cannot be one hundred per cent. effective except where the administrator has the co-operation of his entire corps of assistants. It is not enough that the administrator become an expert in administration and in the handling of administrative problems.

This co-operation will be secured to a marked degree only when the assistants to the superintendent understand his problems approximately as well as he does. His confidence in his solution for a problem is not sufficient. He needs assistants who also have done something in the way of solving administrative problems. The courses and textbooks dealing with the problems confronting the teacher are not so presented as to prepare the teacher for solving or assisting to solve the problems of the administrator in spite of the fact that problems courses and textbooks for teachers have done much to assist the teacher with many of her problems.

What really is needed and is desired by the teachers, whether they realize it or not, is the preparation and the presentation of courses in administrative problems "for teachers only." True it is that teachers may register in college for the courses in administrative problems there offered, but what do they find confronting them as the class work progresses? Everything is presented for the administrator and for the administrator's viewpoint. Certain experienced administrators, if the class is a contribution class, monopolize all the time and seize all opportunities to express themselves. Being men of practical experience and training, they do present some very fine material. These contributions, however, are those of administrators for administrators. The teacher who thought that he would be able to work more efficiently with his superintendent at home if he should take such a course, besides finding out many of the reasons why, etc., in the handling of certain administrative problems, is afraid to ask for explanations of certain solutions offered and apparently understood by the experienced superintendents. Whereas the teacher entered the class in order to get the solutions explained, he now finds himself drawing back into his seat each day lest he be called upon to explain to experienced superintendents solutions that they know all about—so he thinks—while he knows nothing about them, not having their twenty years of experience. Instructors of such classes do not make the procedure any less embarrassing for teachers who enroll for the course.

From my fifteen years' experience as a superintendent of public schools, and having taken all available problem courses offered in majoring in education for my A.B. and M.A. degrees, and while working the past few summers at Stanford University for my Ph.D. degree, I have come to the conclusion that the only proper solution of this problem of need of co-operation of teacher and superintendent in the solution of administrative problems will come only when courses in "Administrative Problems for Teachers" shall be offered in the various colleges of education, together with the elimination of administrators from such classes.

Having this conviction for some time and having noted the agony of teachers enrolled in courses

in administrative problems. I determined last summer, while at Stanford University, to outline such a course as I have mentioned the need of and offer it to my own faculty members and community. I did work out such a course intended for a semester's work and asked Colorado State Teachers College and University of Colorado to accept it as one of their "co-operative courses" and permit me to teach the course. I was granted permission to do this and I taught this course to the largest extension class that I had ever had to teach, thus showing the interest of the teacher in such a course.

The success of the class was beyond anything that I had anticipated. I noted the eagerness with which the teachers attacked the problems and the conscientiousness with which they did it. I noted also a new spirit of co-operation on the part of faculty members toward administrative officers and the Board of Education. I was satisfied then that my theory, that "to have co-operation in administration of schools, the faculty must be informed regarding administrative duties and problems," was correct.

Before the end of the course, which consisted of one semester's work, I was requested to prepare another semester's work, the argument for it being that the results of the class work were so applicable and the course seemed to fit the needs of the teachers. I did outline the second semester's work and found upon taking registrations that my enrollment of students for the second semester was fifty per cent. larger than the enrollment for the first semester.

My conclusion is "Why not such a course?" We have talked for a long time about "teacher participation," etc. This is the way to get it. To secure intelligent co-operation from teachers they must be teachers who are informed regarding the problems that confront the school administrator.

The Coaching Teacher at Work

By SAMUEL ENGLE BURR
Director of Research, Lynn (Mass.) Public Schools

THE best schemes of classification for pupils leave much to be desired. When we have made the best classification possible, there remain individual differences and specific problems which have not been properly cared for. These are usually maladjustments involving only one or two subjects, in which the pupil is not measuring up to the norm set for his grade. To meet the needs for still further adjustment the writer proposes the use of "coaching teachers."

A coaching teacher should ordinarily deal with pupils having an I.Q. of 75 or above, on the Binet scale. Pupils having a lower level of intelligence almost always belong in "special" ungraded classes. Consequently the coaching teacher deals with pupils who do have the ability to learn, if the appropriate approach is used. The pupils with whom she deals will usually fall into five groups, as follows: (1) Pupils retarded because of absence; (2) Pupils who need additional drill; (3) Pupils who do not profit sufficiently by group instruction; (4) Pupils with special subject difficulties; (5) Pupils from other school systems using different methods and materials and holding different standards of accomplishment.

The details of the writer's plan for the coaching teacher were given in his article entitled "The Work of the Coaching Teacher" which appeared in the Journal of Education for February 27, 1928. The purpose of the present article is to explain the work which one coaching teacher has actually done.

During the school years 1925-26 and 1926-27 the writer served as supervising principal of the public schools of Lawrence Township, Lawrenceville, New Jersey. During these two years a coaching teacher was employed to help pupils who fell into the five classifications mentioned above.

This "coaching teacher" had been introduced into the school system in 1924 by Clarence Linton,* who was supervising principal of the Lawrence Township Schools at that time.

The experiment met with success from the start and funds were appropriated to continue the position for the following year. Her first report, submitted in June, 1925, reads as follows:—

"The children who have been coached are those who were promoted on condition, some who failed in the mid-year tests, several who have been able to accomplish the work of two years in one, children who have come from other school systems, and those who have been absent several weeks due to illness.

"The number of children who were conditioned and who needed extra help in September was ninety. The list increased to 192 by the middle of the year. During the entire year a total of 241 different pupils received coaching. These were located in four separate school buildings.

"During the year nine of these children left the township schools, 181 of them were promoted in June, and fifty-one of them failed of promotion.

*Mr. Linton (Ph. D. Teachers College, Columbia, 1927) is now Secretary of Teachers College, Columbia University, New York City. The coaching teacher mentioned is Mrs. M. V. H. Newell, who still holds this position.

Eleven of the 181 were given double promotions.

"The work has been limited to the first five grades. Reading, arithmetic, and spelling are the subjects in which these children have been coached."

This was not such a bad record, for the first year of work, with 181 promotions secured, out of 232 chances (241 less the nine who had moved away).

THE SECOND YEAR OF WORK

In the following September (1926) the coaching teacher gave individual intelligence examinations (Stanford Revision of Binet-Simon) to all pupils who had been promoted conditionally or on trial or with low averages in one or two subjects. Any of these pupils who had an I. Q. of 75 or higher were given coaching work. Other tests were also given to diagnose difficulties. She again worked with a few pupils who were thought capable of making a double promotion.

During the year, as other pupils were referred to her, due to losses caused by sickness, absence, or due to poor classroom work, she gave each one an individual intelligence test and diagnostic tests, especially in reading and arithmetic. It was the policy to limit the coaching teacher service to those pupils whose I. Q. indicated that they could profit sufficiently by it.

The results of the year's work were as follows: Number of pupils coached during the year, 225; number who left school, 8; number promoted, 189; number failing of promotion, 28; number given double promotions, 10.

The coaching teacher also submitted a list of the causes of failure in reading and in arithmetic. These were discovered as a result of individual diagnostic tests and observations.

A. CAUSES FOR FAILURE IN READING

1. Failure in interpretation.
2. Inadequate mastery of mechanics.
3. Limited meaning vocabulary.
4. Narrow range of experience.
5. Poor habits of thought.
6. Lack of interest in subject matter.
7. Insufficient practice.
8. Word blindness.
9. Poor auditory memory.
10. Defective vision.
11. Narrow span of recognition.
12. Speech defects.
13. Guessing.
14. Inadequate primary training.
15. Inadequate attention to content.
16. Inadequate speaking vocabulary.
17. Immature language habits.
18. Over cultivated imagination.

B. CAUSES FOR FAILURE IN ARITHMETIC

1. Lack of interest in subject.
2. Inadequate mastery of elementary number facts.
3. Inadequate mastery of fundamental operations.
4. Insufficient practice and drill.
5. Carelessness.
6. Reading difficulties, in problem work.

In each case the methods used by the coaching teacher were adapted to the particular needs of the individual child. This explains why only very small groups could be handled at one time. Often only one pupil reported at a time and he or she received the undivided attention of the coach for fifteen or twenty minutes.

THE THIRD YEAR OF WORK

Still better results were secured during the third year of work. Perhaps it should be explained here that in Lawrence Township a large percentage of new pupils were received every year. In one school slightly over 50 per cent. of the pupils had started their school life in some other school district.

Consequently the need for coaching work continued to exist from year to year.

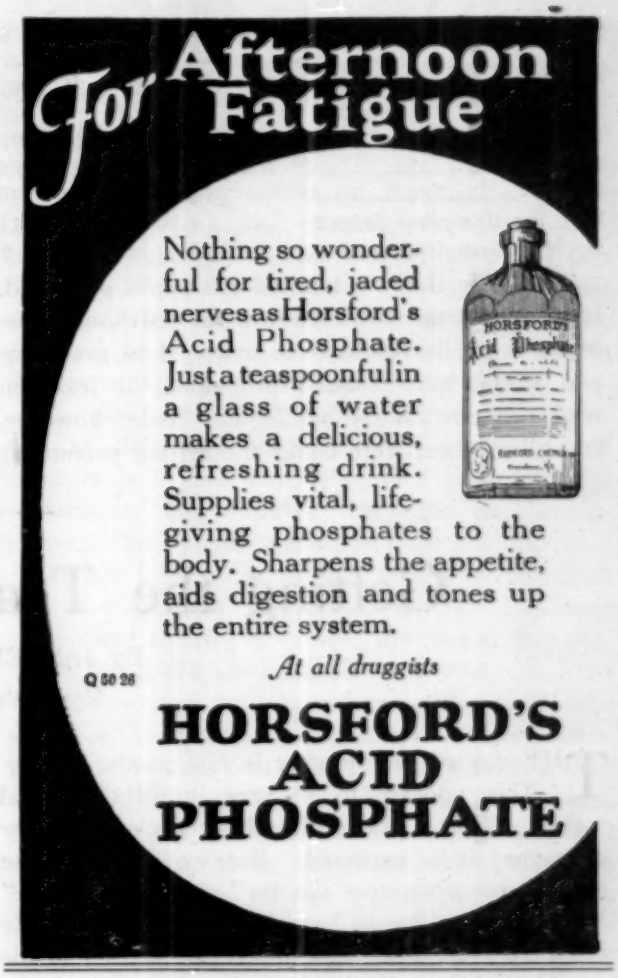
The procedure used during the third year was the same as for 1925-26. The results are presented in the following table:—

COACHING TEACHER'S REPORT

Lawrence Township Public Schools

School Year 1926-27

Grades	S'wood 1–6	L'ville 1–6	El.Pk. 1–7	No. 4 2–6	Total
Arithmetic	53	40	61	12	166
Reading	10	23	42	16	91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Spelling	—	—	—	6	6
Totals	63	63	103	34	263
Duplicates (2 or 3 subjects)	8	4	12	8	32
Individual Cases	55	69	91	26	231
Promoted	55	67	85	21	218
Repeat	—	2	4	4	10
Left the Township Schools	6	4	2	1	13
Doubly Promoted	3	2	4	—	9

This table shows a total of 218 pupils promoted. It is quite true that even without coaching, some of these pupils would have managed to get along and would have secured promotion, at least on trial. There can be no logical doubt, however, that all of them were better trained for promotion because of the help which they received from the coaching teacher.

This coaching teacher was paid $1,850 per year. The cost of education per child in average daily attendance was slightly over $100.00 per year in the township. If she saved only twenty children from failure she more than earned her salary, in terms of actual dollars saved to the township.

Her worth, in terms of years saved to children, in improved classroom conditions and in satisfaction to those who would otherwise have found the way much more difficult than it was, cannot be estimated.

Getting the Teacher's Viewpoint

By JASPER T. PALMER

Mount Vernon, N. Y.

THE day of the autocrat is fast on the decline. This appears to be true in all the social realms of life. There must be a leader in every endeavor; it is expected. But we all know the natural reactions to "Go on" and "Come on." We are all willing to be led, but not driven. We admire a real leader, and appreciate sharing in his responsibilities. We abhor the driver and the "know-it-all."

All of this can be said of political situations, of social reforms and of all business enterprises. The skilful educational leader, whether superintendent, principal, or supervisor, realizes this full well. Not only does he tactfully lead, but he solicits the viewpoints of his followers and workers as well as his contemporaries. It is the wise administrator who does this too. One who has worked with teachers for any considerable period of time, or with any group of workers, fully realizes that there are talents equal to his own or better, and he certainly knows that actual contact in a given field is likely to produce better judgment than is possible from the distance or second-hand information. As well as any intelligent leader must recognize the principle, one is often reluctant, through false pride, to confer with a subordinate in helping him formulate judgment.

Round table conferences and seeking individual advice in no way belittles the position of leader and superior officer, whether it be superintendent or principal. In fact, it strengthens him. A principal expects leadership from his superintendent, but he appreciates equally his talking over general policies with him, getting his viewpoint, etc. The same relation holds true between principal and teacher.

The plan of procedure differs with different superintendents. Some meet each principal in his office or the office of the school periodically. Others hold round-table conferences with the principals of the whole system periodically. A superintendent sometimes sends out questionnaires during the year, and occasionally a superintendent will be found who asks for annual reports and recommendations, together with an opportunity for offering suggestions for the good of the system as a whole. All of this would seem to be of mutual advantage as well as add to the general efficiency of the whole school system, for no superintendent can have an all-seeing eye, and every loyal principal is only too glad to pass on his observations and recommendations.

More of this relationship has existed between superintendent than between principal and teacher probably. I doubt if this has been so through lack of confidence, but more often through not thinking that the classroom teacher might have an administrative suggestion that would be worthwhile. As a matter of fact, teachers do not have them, and will not have them, if they are not led to take some interest and feel some responsibility in the matter.

Some teachers want nothing to do with administrative affairs; they wish to confine their energies and interests within the classroom walls, and too often, with the subjects rather than the child interest. This is not general, however, and this attitude has changed remarkably in the last decade. Several factors enter into the reasons for this. But it still remains a fact that teachers will make no material contribution to the life, spirit and government of the school until they are assured of the partnership attitude of their principal leader.

Following are the different means of approach to the attitude of co-workers of partnership in the

school, which have come under my observation and within my knowledge.

The group conferences and personal conferences have their place in every progressive school system nowadays.

One school with which the writer is familiar sought from his staff this year volunteers who had taken summer school courses who would offer a summary of the course for the benefit of the rest of the staff, attendance upon such meetings being voluntary. It developed that eight different state universities and summer schools were represented, and the conferences and suggestions resulting in the interest of the whole school were most beneficial.

Once the teacher feels the whole school is hers, or that she is sharing the responsibility of its good name with others, she will be found volunteering many valuable suggestions unsolicited. Not only does this contribute to a better school from an administrative standpoint, but certainly the right kind of spirit and atmosphere in which we all like to work.

The same principle applies to the student body as well. The junior high school spirit is built on just such policies. As soon as a boy feels he has a responsible part on the school morale, he will shoulder it magnificently.

Does this all subordinate the principal's position as head of his school? No. He may be chagrined to sometimes find that a teacher or even a student may see a big mistake, and bring it to his attention, but he is the bigger and the stronger by graciously accepting it, and letting it be known that he does accept suggestions, reserving the privilege of discrimination, of course.

It is said that a good executive organizes, deputizes, and supervises. This is true, but may I add "recognizes"? If a teacher makes a material contribution to the school, we surely could not be so cruel as to not give her the credit. So with the opportunity goes credit and recognition.

The plan of assigning problems and responsibilities to individual teachers and committees of teachers is a good one, if with it goes sufficient opportunity for initiative, discretion, and recognition. These things should be done not only as a relief and help to the superintendent or principal, but also through recognition of the fact that talents and abilities have been discovered that outwit or excel the administrator.

One program of procedure with which the writer is familiar was to list several features essential to the success of any progressive school, asking every teacher on the staff to check such items with which she had had considerable experience; and double checking those things in which they had special interest, etc. From the returns committees were organized; some for immediate responsibilities and some for recommendations to the princi-

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pal after formulating suggestions as the result of several committee meetings.

Following is a list of notes submitted for checking:—

Organized sociability among teachers of building.
Teachers' welfare work.
Methods in conduct of building teachers' meetings, conferences, etc.
Community work in immediate vicinity of school.
Home and School, and Parent-Teachers Association activities.
Boy and girl scout work and the like.
Special active co-operation with other schools.
Special co-operation with civic institutions of city, etc.
School publicity, co-operation with local press, etc.
Plants and flowers within the school building, and interior decoration.
School excursions to places of historical interest, etc.
School museum and special collections for school use, etc.
School paper.
Student government, council activities, etc.
School entertainments for bringing out special talents, and raising money for school use, etc.
School projects involving close correlation and co-operation.
School library.
School assemblies and auditorium work.
Building discipline including grounds, corridors, etc.
School clubs.
Safety education.
Thrift education.
Music, orchestra, etc.
Athletics within the school.
Health and physical education.
Character training and moral education.
Scholarship, with accompanying reward, etc.
Point or credit system in school for winning school letter, etc.
Educational guidance.
Vocational guidance.
Educational and standard tests, their use, etc.
Technique of supervision of instruction.
Organization of special study groups within the school.
Technique of program making for the school.
Curriculum making or reorganization—
What particular subjects?
Selection of texts—
Which?

Another plan of teacher interest and responsibility which has been carried out with considerable success is that of a standing committee scheme which consisted of entertainment committee, welfare committee, social committee, professional improvement committee, and so on, the committees often changing personnel every year to insure variety of ideas, and for the reason of growth, etc.

This year's operation of the entertainment committee in a school known to the writer was as follows:—

Arrangement for a marionette show; cake sale from which proceeds were used in buying reference books for the school, card party for the mothers, and a courtesy play to which both parents and children were invited, the purpose of which is quite evident.

The function of the social committee is quite obvious, but it has no little place in making a teaching staff happy, congenial and, therefore, more efficient through the buoyancy and spirit thereby created. Some of the social activities of the year thus far have been supper and bridge in the home of the staff at which all attended; a Hallowe'en party in the home of one of the teachers living in a neighboring city, farewell dinner party to a retiring teacher; reception and wedding gift to a fellow member of the staff, and so on.

The welfare committee has taken a keen interest in the health and happiness of all the teachers, new comers, in particular. Flowers are sent to absentees through illness, etc.

The work of this year's professional improvement committee appears below in just the form submitted to the principal as a report on the school's activities along these lines. The principal never organizes or leads these conferences; he takes part as one of the staff only.

Our professional magazine reading club was reorganized early in September, and the following magazines were ordered: Journal of Education, Primary Plans and Popular Educator, Normal Instructor, American Educational Digest, Teachers' College Record, Journal of Educational Method, and the Elementary School Journal.

The price of these progressive educational magazines was pooled, and the teachers paid pro rata. The magazines are put into circulation among the teachers as soon as they arrive. Thus each teacher has an opportunity to read several magazines at less than the price of one. The magazines are kept on file so that they may be quickly referred to at any time.

Notices of particularly timely articles and excerpts of interesting and instructive articles are placed on the bulletin board.

Already two meetings for professional improvement have been held.

Keynote—The next step forward.

At the first meeting the following resolution was discussed:—

"Resolved, that a child who was not keeping up with his academic studies should be debarred from extra-curricular activities."

It was finally decided that each individual case should be decided on its own merits.

We found that our "Teacher Preservers" were most beneficial. They are:—

1. Sing for one minute.
2. Dance for one minute.
3. Laugh for one minute.

Try them.

At our second meeting we discussed the following chapters from Dr. Burnham's "The Normal Mind."

1. Attitudes: Of teacher, of pupil.
2. Inhibitions.
3. Inhibitions of inhibitions.

Our third meeting will be devoted to "Reading for Comprehension."

And the fourth meeting: "Preparation and use of the new type of examinations."

Self-Development of Principals

By FRAZER BANKS
Assistant Superintendent, Birmingham, Ala.

ONE of the tests of the present-day principal lies in his ability to do independent thinking and to use initiative in discovering and solving the problems of his school.

Growth in this ability, like all other growth, comes only through proper food and definite systematic exercise.

Colleges and universities furnish the necessary food through regular courses, and through summer school work and extension classes. School systems give this food through meetings, bulletins, opportunities to visit other schools and group and personal conferences.

The principal must take the exercise by definitely attacking one important problem of his school at a time, finding the solution and putting this improvement into actual operation as a permanent part of his school. In doing this he should select his problem deliberately, plan his attack carefully, and with the aid of his teachers work whole-heartedly for a solution. One of the early steps should be to make a list of the checks and tests to be used at the end to see if the work has been successful.

The available reports indicate that this plan, where it has been tried, has aided the growth of the principals.

The Broken Tube

By EDGAR A. GUEST

We found the car beneath a tree,
"The steering knuckle broke," said he,
"The driver's dead; they say his wife
Will be an invalid for life.
I wonder how the man must feel
Who made that faulty steering wheel."

It seemed a curious thought, and I
Sat thinking as the cars went by,
About the man who made the wheel
And shaped that knuckle out of steel.
I tried to visualize the scene—
The man, the steel, and the machine.

Perhaps the workman never saw
An indication of a flaw,
Or, seeing it, he fancied it
Would not affect his work a bit,
And said: "It's good enough to go,
I'll pass it on; they'll never know.

"It's not exactly to my best,
But it may pass the final test.
And should it break, no man can know
It was my hand that made it so.
The thing is faulty, but perhaps
We'll never hear it, when it snaps.'"

Of course the workman couldn't see
The mangled car beneath the tree,
The dead man and the tortured wife,
Doomed to a cripple's chair for life.
His chief concern was getting by
The stern inspector's eagle eye.

Perhaps he whistles on his way
Unto the factory today,
But doesn't know the ruin wrought
By just one moment's careless thought;
Yet human life is held at stake
By nearly all that toilers make.

—Exchange.

Personal and Professional

GALEN JONES, principal of the High School of Port Arthur, Texas, has been appointed to the principalship of the Reading High School. He has been director of instruction in junior high schools in San Antonio, Texas; has taught in Kansas, Idaho, and Iowa, and was principal of the high school of Sapulpa, Oklahoma, for three years. This summer he will be professor of secondary education in the University of Missouri. He is one of a committee of five of the Department of Secondary School Principals of the National Education Association.

JOSEPH A. REED, principal of the Franklin High School, Seattle, has been honored by the Girls' Club and the Boys' Club of the school, who have presented the school with a portrait of Mr. Reed. He has been a teacher for forty-five years, and in Seattle for a quarter of a century. Mr. Reed is not only highly appreciated by the students of the Franklin School but is highly respected in the city. His wife, Mrs. Anna Y. Reed, is on the faculty of New York University.

T. W. GOSLING, superintendent of Madison, Wisconsin, a city of 50,000 population, is professionally modern, skilful in administration, widely and wisely read, valuable as an instructor in summer schools. He had the best of training as an assistant to Randall J. Condon in Cincinnati, and is closely associated with the faculty of the School of Education of the University of Wisconsin.

CHESTER F. MILLER, superintendent of Galesburg, Illinois, goes to Saginaw, Michigan, at a salary of $8,000; second year, $8,500; and third year, $9,000. He has made a fine record in Illinois, which accounts for the fact that he led a large field of prominent candidates for the superintendency of the new Saginaw created by the consolidation of the school districts of East and West Saginaw.

MISS RUTH M. PHILLIPS, for several years on the faculty of Stout Institute, Menomonie, Wisconsin, is now auditorium supervisor of the Lowell School, which is one of the professional creations of these modern times. "The Lowell" has the latest equipment in every way and makes the latest use of it, and one of these modern features is the use of its auditorium every hour of every day under the skilful direction of Miss Phillips. We have not known anything comparable to the effect of this upon every class from first to eighth grade.

DR. SAO-KE ALFRED SZE, Chinese minister to the United States, who will deliver the commencement address at Lafayette College, June 8, was at one time minister from China to Great Britain, and was the delegate of China at the Paris Peace Conference in 1918, and delegate of China at the Washington Conference on the limitation of armament in 1921. In every way Dr. Sze is an important educational asset to Washington and the United States. President Lewis, when president of George Washington University, enjoyed the personal acquaintance of the leaders of many countries, and Lafayette University is profiting from that acquaintance.

W. H. PERRY, superintendent of Leominster, Massachusetts, has had the privilege of dedicating one of the best junior high schools in the state, the best for a city of its size in the state, costing half a million dollars. Leominster has always been a leader in the best things in education in New England. It has had really famous educators as superintendents, men who have gone forward professionally in New England and in the nation.

THOMAS H. FORD has been appointed director of educational research department of the Reading, Texas, Board of School Directors. Mr. Ford has been a principal of the Reading Southwest Junior High School. He will take up his new duties as director of educational research on July 1.

ALICE CORBIN SIES, successor to Eliza A. Blaker as president of the Teachers College of Indianapolis, has demonstrated that she will have a valuable influence upon education in Indiana. The conference for the discussion of curriculum problems, called by President Sies, was attended by leading superintendents and teachers from normal schools, teachers' colleges, public and private schools throughout the state, and by prominent officers of the State Department of Education. A state press association of students representing normal college newspapers has been organized at the Teachers College of Indianapolis in President Sies's administration. Part of the successful program within the college inaugurated by President Sies has been the election of a president's council of students to confer with the president on student affairs. A stimulating discussion of significant educational subjects of the day, led by President Sies, is an interesting feature of faculty meetings. A recognition of the public interest in the educational work of President Sies has been the publication of a series of her talks on education on the school page of the Times, the only newspaper in Indianapolis which runs a weekly school page.

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School Problems

Edited by a School Executive

103. Should we have goals beyond the children's comprehension? (Arizona.)

For some time there have been two camps on this question. The older camp, which unhesitatingly answers "Yes. Certainly! We are preparing children for adult life, and we must teach things they will use later whether they understand them now or not." The other and newer group says: "Wrong psychology! You cannot teach children what they don't understand. They must live it! School is a life situation and should include only that which is within the child's experience!" Much fur has flown between these two groups in the last few years, but not so much lately. Things have changed so much during the last five years that we have awakened to the thought that what adult life may hold for these boys and girls is entirely beyond our imagination. We cannot prepare them for it in the old sense, for we have no idea what it will be. We can only help them to train themselves so they will be able to meet any situation when they come to it. We can only lead them to what seem to us today the best attitudes, ideals and habits. We can only hold out to them the wealth of social experience and lead them to a mastery of knowledge through activity. You say: "But my question is still unanswered—worse even. What are the goals?"

Some of them are the right attitudes and powers that will make our pupils seek evidence, weigh it fully and fearlessly, come to an individual decision and act accordingly. That is a thinking habit plan perhaps. Then right emotional responses is a field of goals which we have just begun to cultivate and about which we know very little. Within the child's comprehension? Yes, always partly, if not wholly, within the child's comprehension, but not of necessity always one hundred per cent. within the child's comprehension is my answer.

104. How shall we get our teachers to be more like other folks—be more of a success socially? (Pennsylvania.)

Well, in the first place teachers are apt to take themselves too seriously and go around, or perhaps I should say rush around, as if the work of the world depended upon them. The very appearance of this attitude makes them unpopular. The rest of the world resents it. If teachers would cultivate the following three things I am sure they would be more popular.

(1) Relaxation. We need to take time to smooth out our nerves, our wrinkles; to sleep; to think quietly and happily; to look around lazily at the rest of the world. You know Marshal Foch says he helped to win the World War by "smoking his pipe." Not such a small job either! Almost as big as yours or mine.

(2) Play. Now some of us don't recognize leisure time when we see it. We have much more time to play if we could just recognize it. And then we need definite programs of enjoyment. What do you do for fun evenings, weekends, in the winter, in the summer? Think that over!

(3) Humor. Cultivate a sense of humor. Learn to see the funny things in passing, to laugh out loud. Why do they say teachers have one-track minds? Well, how many do you know who are popular dinner guests? Let us learn to tell a funny story, to laugh with people, and we will be more lovable and live longer socially and otherwise.

105. What is the relation of the special subject supervisor to the building principal and vice-versa? (California.)

The building principal is leader in the school, a kind of host. The supervisor of drawing, for instance, is an expert teacher who comes to direct the work of the regular teachers in that particular line. As such the subject supervisor is responsible to and under the guidance of the principal while in the building. Her schedule, teaching and assistance must be checked up by him if there is to be harmony and unity in the whole building, and the work of his unit fit into the local school system. The supervisor helps and guides the teachers and pupils under his organization.

106. Should the physical instructor be present at the school doctor's examination at the beginning of the year? (Delaware.)

It is a very good plan to do this. The physical instructor must know the physical condition of the child to adapt his work to individual differences and by sitting in with the doctor at examination he gets much first-hand information difficult to obtain from records. He has the opportunity to ask questions and get advice in difficult cases.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Spring

It is April today and you and I have spring with us in our lives again. There is spring wherever we look. It is down there with the spirits of the flowers, working a pattern of leaf and petal to beautify the spots blessed with the flowers' presence. It is up there on the bough of the elm tree, where the spirit of the bird is singing a sweet melody at the day's dawning. It is in the sky above us, where the clouds are as fleecy as newly carded wool and where a new lustre, rich with the violet of the flower beside the rock, spreads an arch of cheerfulness above the earth. It is there where the brook, casting off its stiff winter garments of ice, flows merrily around its ledges to join the sea.

We have spring with us in so many ways that even our own hearts respond to it. Have we spring also in our souls? Is there a new springing up of noble thoughts; a blossoming out of lovely deeds; a bursting forth of happy words; a beaming of pleasant glances from our eyes; a thinking of kindly things about our neighbor?

The careful gardener is joyful these days of the new spring. He takes his rake and his hoe and clears his garden of last year's rubbish; he throws away the trash and cuts down the old growth. He loves his little flower friends so much that he wishes them to find their home all swept and dusted when they come out of the earth to move into it.

Are we also happy gardeners of our souls? Are we raking and hoeing all the fertile places? Are we casting out our evil thoughts and destroying all signs of uncleanness of the soul?

Since we have spring with us in the great world without, ought we not to have spring with us also in the great spirit world within?

The Connor Cows

(From the Celtic)

Young Connor stood at the break in the pasture fence. "Sure it's a bad day for me," said he in a sad voice, "since two of my best cows have broken away in the night and I cannot find hide nor hair of them." So saying, young Connor cut a blackthorn stick and strode off, following the tracks of the cows, out into the great heath that was dreaded of all men because in it the wolves lived and the fairy folk held their revelries under the dock leaves. All day long young Connor tramped on and on, following the trail of the cows.

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"Sure," said he to himself, "they must be driven by a fairy herdsman to go so straight and true into the land of the fairies. No doubt I'll find them under a castle wall with a dragon spitting his fiery tongue at me." At the thought young Connor gripped his blackthorn stick, and his steel-blue eyes glittered like the sun on the wind-broken waters of the big lake. At fall of dusk young Connor was far on the heath. There was no sign of human dwelling anywhere, only the queer hut-shaped tussocks where the wind had rollicked in the long reeds. There was no sound of human voices calling the slow herds home, only the sighing of the evening wind through the dry grasses of the heath. But as the dark fell, young Connor spied a pale, blue light close under a crumbly bank of peat. He made his way to it. It came in thin sheets through the chinks in a wooden door. Young Connor knocked with his blackthorn stick. At once an old man opened the door. He was tall and thin with coarse gray hair that hung to his shoulders. His eyes glittered like gems and his teeth were long and silvery. "What do you want?" he asked. "Just a bite to eat," said young Connor, "and a place to lay my head." "Come in," said the man. "Come close to the fire." Young Connor paused on the threshold, for a sudden fear took hold of him. Three gaunt old women sat hunched up around the peat fire. "These are my sisters," said the old man. At his words the three women turned their heads. They, too, had glittering eyes and long, sharp silvery teeth. When they smiled young Connor thought of a wolf he had once seen looking at him over his lean shoulder as he bounded away. Nevertheless, young Connor was a brave lad and he clutched his blackthorn stick and strode to the fire, where one of the women helped him to a bowl of black barley broth.

While young Connor was eating, the door opened and a young wolf trotted in. "Fear not," said the old man. "This is my son."

"A queer son you have," said young Connor. "Sure it's bewitched you are, and your whole house."

So saying young Connor rose up, gripped his stick and strode to the door.

"Not so fast," said the old man. "Are you not looking for your cows?" "That I am," said young Connor. "Then sit down again," answered the man, "and fear nothing, for we plan nothing but good toward you." "And how is that?" said Connor. "Do you know who I am?" asked the young wolf. "Well I do," said young Connor. "You're a wolf with a bounty on your nice, black head." "And would you kill me for the bounty?" asked the wolf. "Now, I'm not saying that I would," answered young Connor, "for I dislike spilling blood of any kind." "True for you," said the young wolf, "for once I lay in a glen sorely wounded with a great thorn." "Did you indeed?" said young Connor. "Yes, sorely wounded," said the wolf, "and who should come along but yourself? And who should pull the thorn out of my side and wash my hurt but yourself, my brave bucko?" "Did I indeed?" said young Connor. "Now I remember and I remember, also, the need I had of the ten shillings your black scalp would have brought me." At that the old man and his three sisters and the young wolf laughed and were merry.

"Stay with us this night," said the young wolf, "and tomorrow you shall find your cows in your own meadow." When young Connor awoke he heard a bird sing, then a grasshopper bounced on his nose and he sat up with a jerk. He lay under his own haycock and the very first creatures he saw as he opened his eyes were his two cows and a third with them, and the third was the trimmest and most beautiful cow ever seen in the whole of Ireland. "It's a strange world," said young Connor, "but I know now that the old saying is a true one—

"'Blessings are won
By a good deed done.'"

Hidden Strength

Last fall I pulled up my geranium plants, shook the earth from the roots, and hung them, leaves and all, head downward from the rafters of my garage. I know, of course, that the geranium has the strange power of keeping itself alive for months at a time, when treated in this way. As I hung the beautiful bunches of green under the dry roof I had visions of another spring, when I would take the withered plants down and place them in the earth again and be rewarded by clusters of scarlet flowers. Imagine my surprise, then, when, several days ago, I passed near the plants to find each one decorated with small bunches of lovely bloom. At first I thought the blossoms were but the dried remains of last summer's flowering, but a touch of the finger revealed the soft, velvety cloth of freshly-opened buds. In spite of rude removal from the earth, the

lack of water, the denial of the blessings of the sun; robbed of every single element that they needed to give them strength and hope, the sturdy spirits in the plants refused defeat and, summoning the needed strength from within themselves, smiled into blossom in their prison cell. What strange spectacle was this I looked upon? Was there a mighty meaning in the appearance of these flowers speaking to one of hidden strength within the soul; of hidden hopes and hidden dreams, inborn, in flowering into light, wherever the will does not rise up to conquer circumstance? Does not the geranium, flowering in the cold garage, say to us: "There is a power hidden in all God's living things that can flower forth in spite of everything that earth can do; smiles that adorn an aching head; cheery words that rise up when all the world looks black; an inner joy that laughs at misery." Thinking of these things when I looked upon the scarlet flowers in the dry stems, I saw Stevenson writing in his bed of pain, Poe's poetry blossoming out of misery and disease; Homer and Milton enlightening the world though they themselves were blind.

The Impatient Bird

(From the African)

Ohe Mlanda was an impatient little bird. He hopped from bush to bush, poked his head into other birds' business, fussed about noisily, and was always complaining in a way that made the other birds avoid him. Of course he was pure white like all the rest, and of course, when the matter was called to his attention he was more fussy about getting a change of color than any of the others. "Why not?" he chirped, "why not have beautiful wings? The butterflies have them. See how gay they are in their sky-blue coats and how brightly they flash their wings in the sun. Why not? Why not? Fellow Birds: the blossoms have them. See how the orchids hand their scarlet shawls over the trees; how the roses reflect the flush of the sunset from their pretty checks; how the lilies beside the stream seem beaten out of gold. Why not? Imagine me, my friends, in a golden coat with purple wings and big red spots under my throat."

Of course he was chirping his thoughts from the highest limb on the bush and all the other birds were paying very little attention to him, for each, in his own quiet way, was sending up a prayer for just a little of the beautiful color that they saw scattered around them. "I am not asking much," said the tanager, "for I saw plenty of rich scarlet in the sky last night." "I am sure the moon would not miss a dab of his midnight gold," said the oriole. "Just one spot of red under my throat would satisfy me," said the robin.

Now Mulungu was a very good spirit and he smiled as he listened to the prayer of the birds. "You are right," he said. "You desire beauty and ought to have it, so come, all of you, to the green bwalo in the forest glade tomorrow morning early and I shall see what I can do about it." Before the dew was dry on the moss the birds were all gathered in the pleasant bwalo and, faithful to his word, Mulungu came in all his glorious cloud garments and took a seat on a three-legged stool in the midst of them. At his feet he placed the pots of glorious color that he had drawn full from the western skies the night before.. In his hand he held one of the silver brushes of the sun such as any one can see sweeping the hillsides on cloudy afternoons.

"Now, get in line," said Mulungu, "and hop on my knee one after the other; there is time enough and paint enough for every one of you."

Now it happened that Ohe Mlanda, in spite of all his scuffling and fluttering about, got a place far down in the line.

When Mulungu began to paint the tanager he hopped up and down and chirped as loudly as he could, "Me next. Save a little scarlet for my breast," but the other birds all whistled and sang as merrily as they could to keep him from being heard. The good spirit smiled a little and went right on putting beautiful scarlet on the body of the tanager. As soon, however, as Mulungu began to put gold on the wings of the oriole, Ohe Mlanda hopped higher and higher, and screamed louder and louder. "Me next, me next, me next. Save a lot of gold for my body!" Of course the other birds were ashamed of his impatience and sang and whistled until they started echoes in the distant hills. The good spirit now frowned a little, but went right on brushing the gold of the moon on the oriole's breast.

When, however, the robin perched on the Spirit's knee for a scarlet breast, Ohe Mlanda could not restrain himself any longer.. He rose into the air and flashed over the heads of the other birds and lit on the right hand of the good spirit.

"Me Next! Me Next!" he chirped. "Save all the rest of the scarlet and gold for me." Now, such impatience made Mulungu angry, so he set the robin quietly down with just one dab of scarlet on his breast and dipping his brush in a pot of brown paint drew it quickly over every feature on Ohe Mlanda's body.

Of course it was a beautiful brown paint, for the color was caught from the long mud flats just when the violet sun was closing its eye, but it was brown just the same, and not at all what the little bird wanted.

"There," Mulungu laughed. "Hop down now and show yourself." And behold every feather on Ohe Mlanda's body was colored a dark, even brown.

Of course Ohe was very much disappointed and he still is, for he fusses around all the time, complaining about the mean trick that Mulungu played upon him.

The Mole

Yesterday I found a mole in my backyard, a queer, little mouse-like creature with forepaws almost like a human being, a pointed snout, soft, delicate fur, and apparently no eyes at all. Of course the mole has eyes, little beady things, hidden away in the thick fur to which the light of the sun can reach only in a hazy blur. Most creatures value the precious gift of sight. Their very lives depend on keeping the delicate instruments that open up the world for them, safe and in good condition, but all these creatures run in the sun; it falls upon their bodies; it warms them; it fills them with its strength. As though in response to its nobility they become noble themselves, see farther, understand better and in man begin, at last, to appreciate the reasons for existence by means of a light that falls from a great spiritual sun. In the dim ages that are gone, the little mole took quite another course. He buried his nose in the earth and dug into it, making burrows that became his home. He found his food in darkness, ate it in silence, withdrawing in this manner from all the blessedness of the upper light. Of course, the inevitable happened. The great law of life works in the being of the mole as it does in the nature of the noblest man. The power we fail to use is quickly lost to us, whether it be the power to see or hear, or feel, or the power to love or help our brother. Because he left the light, the little mole lost the use of eyes. In the same inevitable way the refusal of any one of us to see the light that shines about our brother's face means the loss of spiritual sight.

Try

You can't fell trees without some chips;
You can't achieve without some slips.
Unless you try you wonder why
Good Fortune seems to pass you by.
Success is not for those who quail—
She gives her best to those who fail,
And then, with courage twice as great,
Take issue once again with fate,
'Tis better far to risk a fall
Than not to make attempt at all.

—Selected.

EDUCATION IN ACTION

Equal Opportunity Called a Farce

Equality of educational opportunities in the United States is a "farce," according to Dr. E. L. Hendricks, president of the Central Missouri State Teachers College.. He stated that children in small rural schools are not given the opportunities afforded to children in the larger city schools. "Within the present month," he declared, "I left a city school system with modern facilities to visit a one-room rural school with none. This rural school is located on a hard-surfaced highway leading from Washington to San Francisco. Airplanes carry mail over it. It is within view of several other rural schools not unlike itself. From its physical elevation it looks down on the county seat and a state teachers college. This rural school has a total of four pupils. It has no library. Its untrained teacher receives a salary of $60 a month. She admitted her dissatisfaction. There is no greater problem in the field of education than the one-room rural school, and we have more than 150,000 of them."

"Department Strollers" In English Classes

Visits of "department strollers," students in English classes who have special dramatic ability, assist in visualizing English work in Boys' High School, Brooklyn, N. Y. The boys pass from one English section to another, giving short performances of scenes selected from great masterpieces which they have previously studied and rehearsed. Other methods of visualization in English work are used, including talks in "picture form" by pupils on assigned topics, in connection with a stereopticon lantern operated by a fellow pupil.

Points Way to Better Teaching

The teaching efforts of the faculty of the College of Arts and Sciences of the University of Colorado can be greatly improved now and for a long time in the future, if each teacher periodically and persistently conducts an individual self-survey concerning his purpose, aims, methods and attitude in his professional pursuit, a committee on self-survey has reported after a two-year investigation. Few students or graduates would make any changes in the present curriculum, system of basics or standards of the university, the report reveals. Most of the students interviewed would again major in the department in which they are or have majored. The committee recommended that these questions be given to each new member of the faculty in future years; that teachers be relieved of committee work as much as possible, by delegating more power to administrative officers; that the faculty constantly keep in mind the limitations of the lecture system; and that a standing committee on self-survey be appointed.

School Provides Source of Income

A student employment agency has been inaugurated by the school savings bank of the Stevens Point (Wis.) High School, in co-operation with school officials, through which local people may obtain the services of high-school boys and girls on Saturdays and during certain hours on school days. The purpose is, by providing a source of income, to assist students in maintaining accounts with the school savings bank, and at the same time to furnish household and other service needed by people of the town.

Parent-Teacher Clubs Encourage Reading

Establishment of home and public libraries, the reading by parents at home of literature on child health and training, and use of reading courses suggested by the United States Bureau of Education in co-operation with the National Congress of Parents and Teachers, are promoted in twenty-seven states by local chairmen on home education. State organizations in Michigan, Indiana, Texas, California, Georgia and Mississippi have issued excellent programs for the promotion of home education.

Oxford Session For American Students

A summer session at Oxford University exclusively for American students is under consideration, and a survey will be made to determine whether the response from the United States will warrant the expense involved in organizing appropriate courses. A Cleveland newspaper has offered a scholarship of $500 should the response from school people justify the undertaking.

Health Certificate For Food Dispensers

All adults who handle food in school lunchrooms of New York City must hold a "food handlers' health certificate." This is in conformity to the sanitary code of the city which requires examination of all persons engaged in the preparation or serving of food, to establish freedom from any infectious disease in communicable form.

American Teachers Do Own Cooking in China

While servants are about the most plentiful thing in China American women teachers of Hwa Nan College for Women are doing their own cooking. Trouble started when two members of the faculty became sick. The kitchens were investigated and found to be unclean. All the kitchen employees were discharged. The servants' union objected, and said that if more servants were engaged they must come through the union. The American women refused and began "doing their own work," unusual procedure for foreigners in China. Prospects for a new cook are not bright.

Study by Movies Found Practical

In many public schools of New York City moving picture displays have become as common as recess periods and assemblies. In the schoolroom the motion picture is one with textbooks and lectures, compositions and quizzes. Far from being a diversion or merely a medium for imparting information, it is an integral part of the study course. Moving pictures, carefully chosen for their relation to the subject under study, now are shown in seventy or eighty of the public schools of the city several times during the semester. Thus 400 reels of film have been associated in the thirteen courses of instruction—physical training, biology, history, geography, civics, home economics and vocational guidance in the elementary and high schools, and reading and nature study in the primary grades. "The motion picture is invaluable," declared Ernest L. Crandall, director of lectures and visual instruction of the Board of Education, "for helping the pupil to correct and complete visualization of that about which he is studying. It is not, however, a royal road to learning. Neither the teacher nor the textbook can ever be replaced by the screen, and there are many phases of all subjects which can be better illustrated through other media."

Daily Cost Of Education

The daily cost to each inhabitant for education in this country is five cents, and each child in the public schools of Massachusetts cost $94.15 last year, according to Dr. Payson Smith, commissioner of education of Massachusetts, in a recent address. Dr. Smith said that the rising cost of education was due to the greater attendance, rising standards and increases in teachers' salaries. The schools are loaded down with many "extras" for which the school authorities are responsible, due to public pressure. There are also many special days, he said, with teachers forced to keep a special calendar to keep track of fire prevention day, Mother's day, and others. Every day but Father's day is on the list, he asserted. Attendance in public schools, Dr. Smith declared, has increased 127,000 in the last decade in Massachusetts, with the present economic and social conditions requiring more than a primary school education. Schools deal with all classes of children and the modern method is to educate them by what they participate in.

Parrot College Opens Spring Term

The spring term of King's School of Parrots has opened with an enrollment of more than 1,500 parrots. The school is conducted by W. A. King of Brownsville, Texas. The birds come from Southern Mexico and Central America, and are about six months old. Their training will cover a period of approximately three months. They are taught to talk by means of phonograph records which are made especially for the purpose. They start off in the primary grade and are advanced much the same as children are in grammar school. Examination tests are made once a week and each bird is carefully graded. The laggards are not advanced along with those that learn the language more readily, but are placed in a separate class and given special training. If at the end of six weeks a parrot has not learned to say the required number of English expressions or sentences it is "busted" out of school, so to speak. Such a bromide expression as "Polly wants a cracker" is not permitted to come to the ears of these educated parrots. They are taught a great variety of choice sentences, free of slang and "cuss" words. This parrot school is conducted twice a year and hundreds of graduates have been turned out.

A Careful Study of Muscular Training

To determine whether learning is more rapid under a method of teaching the whole performance at the start, or by the present system of step-by-step instruction, Wittenberg College, Springfield, O., is completing a group of experiments which has been carried on for two years. Dr. M. L. Reymert, director of the Wittenberg psychological laboratories, believes that the results may lead to important changes in the present methods of teaching children and of training men and women for athletics. So far, the experiment has consisted of gauging the efforts of students in aiming and firing rifles and in throwing baseballs. Partial results show, says Dr. Reymert, especially in the instance of men who were handed rifles and told to shoot, that learning may come quicker by the individual attempting to grasp a total motor performance, rather than learning the elements of a performance before combining them. In the ball-throwing experiment seventy-five students have learned to throw with their untrained arm, usually the left, and the learning process has been recorded by an apparatus attached to the boy's arm. If the new method is proved feasible Dr. Reymert is hopeful that, under it, athletes may reach new heights in skill.

Bill Against College Dandies

The love of Filipino students for fine and costly raiment caused the legislature to act. A bill was passed giving the director of education and the president of the University of the Philippines the authority to prescribe uniforms for students. Their extravagant way of dressing is both ruining their parents and distracting from their studies, it was asserted.

Schools Bar Married Teachers

Only unmarried girls and women will teach in the Plattsmouth, Neb., schools after next year. The board of education voted to discontinue the practice of giving contracts to married women at the close of the school year.

Ontario Pupils Shown How to Wash Dishes

Boys in London, Ont., manual training classes and girls of the domestic science courses in the primary schools have been exchanging studies. The departure arose out of the decision of the board of education to give instruction in manners. Teachers believed it would be an excellent thing for the boys to have a working idea of elementary kitchen mechanics, and for the girls to be able to drive nails and perhaps handle a saw. At first, during the following out of the curriculum on manners, boys and girls together were taught proper use of knife and fork and how to conduct themselves at table. From this it was only a step to instructing the boys how to wash dishes.

Americans Help Restore Heidelberg

The news that Ambassador Schurman is collecting funds in the United States for the rebuilding of the University of Heidelberg has been received with warm appreciation in that town. The American Ambassador himself has been a student of that university. Heidelberg is not only the oldest and one of the leading German universities, but also the best-known abroad. For many years the university buildings have been inadequate. There is especially a much-felt lack of spacious lecture halls. The town has purchased adjoining houses and will pull them down in order to make room for the enlarging of the university buildings. The cost of this work is estimated at 1,200,000 marks, half of which sum has already been collected by Ambassador Schurman. Last year the establishment of a comfortable students' home was made possible by a generous gift from Mr. Sibley of Rochester, New York.

Men Teachers For High Schools

Claiming that our "intellectual democracy" is producing a standardized type of college graduate, but fails to develop individuals, Dean Frank W. Nicholson of Wesleyan University stated that our educational system appears in a very poor light when compared with those of France and Germany. Dean Nicholson asserted that Americans should not be shy of an "intellectual aristocracy," because the real meaning of this is "the rule of the best." He criticised the public schools, claiming that the standardization process reaches out even into the grades. He said that another undesirable feature of our educational system is the presence of women teachers in high schools "where boys in their 'teens are students." Women teachers are highly desirable in the grades, he added, but when boys reach their 'teens they should be under the supervision of men. He indicated that one advantage which the private school has over the public school is the personal contact between pupil and teacher, "a thing which has practically disappeared in public schools."

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TREND OF THE TIMES

CAPITAL PUNISHMENT is the most debated subject in New York State at present, according to James I. Wyer, director of the New York State Library, Albany. The library maintains a service for individuals or groups preparing debates throughout the state. Approximately one-third of the debate material sent out last year dealt with capital punishment.

AMERICAN MONEY spent by our government and individual Americans and American organizations in cooperating with the League of Nations in the last eight years totals $2,883,220. In that time the fifty-five nations which are members of the League have contributed $34,815,809, and of this the share of Great Britain is $3,162,629, by far the greatest of any government in the League. The share of the American government, counting the recent payment of $16,748, is $162,360. John D. Rockefeller, Jr., gave $2,000,000 for a library.

WASHINGTON PROPER contains all of the fifty-five foreign embassies and legations with the exception of Turkey, which set a precedent by moving to the outskirts of the city. It keeps house in an old frame mansion overlooking Rock Creek park. The Washington diplomatic corps numbers about 350 persons. They are the only people privileged to bring liquor into this country.

PARIS has a new polyglot, or "Babel," newspaper in which practically anybody can find articles in his own language. In the first issue was a German article on the Riviera, one in Spanish on the tango, one in Italian on gastronomy, and one in English on the new tube connecting New York and New Jersey. The rest of the paper is in French.

DWINDLING of the monarchistic atmosphere in Germany, and indications of the permanency of the German Republic, were reported by Dr. Emil Ludwig, biographer and historian, in a recent address. President Hindenburg and other representatives of the old monarchistic class are now filling positions in the Republic which they are bound to support. Differences between the twenty or more royal families, who relinquished their power without a word at the end of the war, have made the return of monarchy almost impossible, he said.

DEATH RATE lower than ever before and a longer expectation of living than has ever been known in the history of the world is the promise held out by the year 1928 according to a symposium compiled by the Milbank Memorial Fund. Noted authorities give the 1928 baby an "expectancy of life" exceeding that of the infant born in 1927, even conceding that the year just ended has had an unusually low mortality rate.

EVERY MINUTE which has passed since the birth of Christ represents $11 spent every year in government expenses in this country, says James A. Emory, general counsel of the National Association of Manufacturers. "We are confronted," he declares, "with the overwhelming fact that of our national income, representing the gross value of our production and services in the estimated sum of $75,000,000,000, we are expending on the authority of the President of the United States in the state and nation, annually, for the purposes of government, more than $11,500,000,000."

ELECTRIC CARS are not obsolete, declares the Quincy Patriot-Ledger. "Dismantling a few small electric street car lines no more signifies the passing of the electric street railway as the ideal mass transportation unit than it signifies the passing of houses when old or 'out-of-date' are torn down," it says. "Nothing else takes their place as the most economical transportation unit for heavy traffic."

CONSOLIDATION of business enterprises will be one of the most important developments of 1928, according to the New York Journal of Commerce. Predicting this year as one of mergers, it went on to say editorially that "this is apparent in the steel industry, in certain branches of the textile trade, among foodstuff producers and distributors, and, most striking of all, in the automobile industry. It is a condition of affairs in which the whole type and character of business is changing."

PRESIDENT WILSON'S famous phrase "make the world safe for democracy" had a substitute proposed at the junior imperial league conference in London by Prime Minister Stanley Baldwin. The premier said that the conference should strive rather to "make democracy safe for the world." He avowed that this is a "truer catchword and a much more difficult task."

EARTH IS invited to kindly step up on the weighing machine and the Bureau of Standards will put the penny in the slot for a new verification of its weight. The last time the earth submitted itself to the bureau it tipped the beam at 6,592, followed by 18 ciphers, short tons of 2,000 pounds each. The new experiment will not change the original figures much, scientists say, but the difference will nevertheless be important from a scientific standpoint.

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The BOOK TABLE

TEACHING ARITHMETIC IN THE PRIMARY GRADES. By Robert Lee Morton, Ohio University, Athens. Cloth. 242 pages. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

No one has stated a professional truth more skilfully than has Robert Lee Morton of Ohio University in the preface to "Teaching Arithmetic in the Primary Grades"; "Many of the educational practices of some of us and some of the educational practices of all of us are essentially what they were a year ago, a decade ago, or a generation ago."

Realizing this Professor Morton has been making an heroic effort to change the methods of "some of us" in the teaching of arithmetic in the first three grades in the schools. Another terse sentence of his is this: "Teachers not only need, but also desire specific suggestions. . . . These suggestions must be more than vague and generalized statements, dealing superficially with teaching problems."

Personally we are pleased to find an author of an arithmetic who discriminates scholastically between example and problem. They are no more the same than is the future of the sun at rising and setting. An example is to be performed, is purely mechanical and can be performed by a machine. A problem is to be solved, is purely a mental achievement, and no problem was ever simple enough for any machine to solve it.

The safest way is to omit the word "example" altogether, as is done in a 1928 arithmetic which calls all examples "Exercises." There is no possible danger of calling "exercises" examples or problems "exercises."

NEW YORK SOCIETY FOR THE EXPERIMENTAL STUDY OF EDUCATION. Contributions to Education, Experiments in the Classroom. Edited by J. Carleton Bell, College of the City of New York, and Problems in Teacher Training. Edited by Ambrose L. Suhrie, New York University. Yonkers-on-Hudson and Chicago: World Book Company.

The New York Society for the Experimental Study of Education is in its tenth year. Beginning with seventy-four charter members in 1918, it has had a steady and continuous growth until the membership numbers about fifteen hundred. It is organized in thirty-six sections, ranging from kindergarten to teacher training. The Society meets once a month from October to May. Every other month is a general meeting of the Society as a whole. On alternate months the Society meets in sections. Each section prepares a program for the intensive study of problems which fall within its special field.

Three years ago the Society published its first volume of collected papers under the title, "Contributions to Education, Volume I." Several of the studies were made possible by financial support from the Commonwealth Fund, and involved somewhat ambitious programs of research. The aim in collecting material for the present volume was to assemble accounts of experiments carried on by members of the Society in their classrooms.

In this volume there are fifty-six contributions which are made by eighty-seven members of the association. Most of the contributions are by individuals, but some are group contributions.

Most of the contributions are by members in New York and vicinity, but some of the most valuable contributions are from Baltimore, Philadelphia and other cities of Maryland, Pennsylvania and New Jersey.

WHICH COLLEGE. By Rita S. Halle. Cloth. New York: The Macmillan Company.

Rita S. Halle has produced a book of inestimable value, in a class all by itself, and we are curious to see how many other authors and publishers will rush into this field. No book has come to our desk in many months that will be as useful to us editorially and personally as this book, which tells us more about three hundred and thirty-six colleges and universities than we knew about any one of them, and we flattered ourselves that we were fairly conversant with the main facts about American colleges and universities.

Of course it gives the dates of the beginning of each and the enrollment, number of the faculty, the size of the endowment, size of the campus, number of buildings, volumes in the library, requirements for admission, degrees given, tuition, room, board, scholarships, loan funds, opportunities for earning while learning, and other facts of interest to those deciding where to go to college.

From every standpoint this is a remarkably useful reference book with a range of enlightenment available nowhere else as reliable and attractive as its setting here. We cannot imagine any one who desires to be well informed educationally being without this book in his office or home library.

ENGLISH FUNDAMENTALS. By Rannie B. Baker and Mabel Goddard, both of the Arsenal Technical Schools, Indianapolis. Decorations by Roberta and Chelsea Stewart. Cloth. Philadelphia, London, Chicago: J. B. Lippincott Company.

No one can appreciate the significance of any professional output of the Arsenal Technical Schools who has not followed the development of the Technical High School of Indianapolis and its fourteen vocational schools, all of which make the interest of the individual student paramount, fitting the work of the school to the needs of each pupil.

This book is the result of the cooperation of the head of the department of English and a teacher of unusual experience in that department, who have embodied the most worthwhile conclusions their experience has enabled them to formulate.

This book is fascinating from start to finish, and while there will be degrees of interest we are sure that no student will entirely escape the charm of this presentation of the vital factors of correct and successful writing. Because these authors have been coworkers in one of the most inspirational and educationally virile schools in America they have made a book such as no other two authors could make.

Here are sample quotations which tend to awaken interest and hold it permanently for action. They make students want to do well what they are expected to do well.

"What avails a sea of ink
For him who has no thought to think?"

"But words are things, a small drop of ink,
Falling, like dew, upon a thought, produces
That which makes thousands, perhaps millions think."
—Lord Byron.

"Our words should fit our thoughts like a glove."—George Herbert Palmer.

"God wove a web of loveliness,
Of clouds and stars and birds,
But made not anything at all
So beautiful as words."
—Anna Hempstead Branch.

"When we speak we utter our first thoughts, but when we write, our second."—George Herbert Palmer.

"Poetry is the expression of the imagination."—Shelley.

"Words are the only things that last forever."—Hazlitt.

"The knowledge of words is the gate to scholarship."—Bishop Horne.

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GRINS BETWEEN GRINDS

Coincidence

Teacher—"You are late for school again this morning, Samuel! Why?"

Sam—"Oh, the bell always rings before I get here."

Pop Says

"Is the world round?" a scho l-ma'am asked the little boy.

"No'm."

"It isn't, eh? Is it flat then?"

"No'm."

"Are you crazy, child? If the world isn't round and it isn't flat, what is it?"

"Pop say it's crooked."—Patton Monthly.

On the Intelligence Test

Co—"How did you make out on that 'lumbago' question?"

Ed—"Oh, that was easy; I was so glad I had had it."

National Characteristics

Harvey— "Have you ever noticed how the same joke affects different people? For instance,—when you tell a Britisher a joke he gets three laughs out of it. One when you tell him the joke, one when you explain it, and another when he sees through it. When you tell a German a joke he gets two laughs out of it. One when you tell it and one when you explain it. He never sees through it. When you tell a Frenchman a joke he gets one laugh, for he never lets you explain it, and he never sees it."

Grace—"What happens when you tell an American a joke?"

Harvey—"Oh, he smiles politely while you are telling it and then says he has heard it before."

At the Bridge

First Lady (to partner)—"Have you read 'Ludwig's Napoleon'?"

Second Lady (beaming)—"No. Do tell me what the story is about!"

An Unhappy Medium

Betty always had an objection ready either about getting up in the morning or going to bed at night. One night when her mother reminded her that it was her bedtime, she said:—

"It isn't fair. At night you tell me I'm too little to stay up, and in the morning you say that I'm too big to stay in bed."—From "Children, The Magazine for Parents."

A Sweethearts' Quarrel

"Hello, Perkins, where did you get that black eye?"

"Oh, it was only a sweethearts' quarrel."

"Sweethearts' quarrel! Why, your girl didn't give you that, did she?"

"No, it was her other sweetheart!"—Weekly Scotsman.

Topsy Turvy

An illiterate man was busy "reading" a newspaper and, not knowing any better, was holding the journal in an inverted position. There was a picture of a ship in the paper, and some one asked what was the latest news. "By gee," replied the man, "there must have been a terrible storm at sea; here's a ship upside down."

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JOURNAL MAIL BAG

Fruit Tree Project

Editor, Journal of Education:—

The school system at Natick, Massachusetts, firmly believes that the schools should go out to meet the needs of the community, and one of their many demonstrations of this creed is the planting this spring of six hundred and fifty apple and peach trees by the children of grades five to nine.

After a careful survey of the fruit situation in the town it was decided that the children were not eating enough apples, therefore Baldwin apple trees were selected as an objective. But it takes six years for a Baldwin apple tree to bear in this section, so Elberta peach trees, which bear in three years, and take up less room, making it practical to plant them along with the apple, were chosen as a bait. It was arranged with the County Agricultural Centre and the State Farm Bureau to care for the details of buying and the supervision of planting and caring for the trees. The opportunity to buy from two to ten, two-year-old trees, stock usually selling at a dollar apiece, was offered at the rate of thirty-eight cents for the apple, and twenty-one cents for the peach. About an hour was used in selling the idea to the thousand boys and girls in the grades mentioned, with a week in which to order. Six hundred and fifty trees were sold.

Baldwin apples are now bringing three dollars and a half a bushel, and a good tree produces three bushels yearly. If well cared for it produces for fifty years. At that rate how many thousands of dollars will five hundred trees mean to this town? Figure it out for yourself. Is it worth while from an economic point of view? And remember it is no philanthropic scheme. It is a self-respecting business proposition. Each pupil buys his own trees.

The health value needs no discussion.

The educational value of a long-distant proposition appeals much to the teachers in charge of this. It is so easy to start, but to stick is so much harder, and our boys and girls today need every inspiration and guidance we can give them as well as every opportunity in forming the habit of staying with a job to the finish. There are so many distractions, so many plausible excuses for refusing to carry on a piece of work requiring any length of time if it presents any difficulties, and we know that the attitude of pride in perseverance and the habit of sticking are absolutely necessary to success.

It is with this threefold purpose of health, economy and perseverance that the school system of Natick goes out through this tree project to meet the needs of the community.

Very truly yours,
Mary Elizabeth O'Connor.
Supervisor of Elementary Schools,
Natick, Mass.

The Old and the New

Editor, Journal of Education:—

In a dingy primary school in the most congested section of Roxbury are two first-grade teachers, living illustrations of the marked contrast between the old and modern schools of pedagogy.

One is a tall, immaculately dressed woman past fifty, whose strong shoulders are broad and just a little bent. Her pale face framed in a halo of silver hair expresses mercy and kindness.

Shortly after eight o'clock each morning she is seen walking with an unhurried step along the shabby streets of the school environs, for realizing that her little ones have no brightly-colored books at home to enjoy she spends hours preparing original sets of seat work that will make their lessons happy and interesting. Because Angelo lives on the streets, games and other "fads" are not a part of her program; rather she devotes that time to Clementina, who was sick last week, and to Olga, who had to "mind the baby" while Mother went to work.

Often at the close of the day she visits the homes of the very needy of her "babies," offering a new blouse or a stronger pair of shoes. Little wonder that warm smiles greet her throughout the neighborhood.

A few minutes before the school bell rings in the morning the young teacher prances through the yard, waving aside the children who crowd around her. Off come her hat and coat, and she stands at the dressing-room door offering an enthusiastic, "Good morning!" as each little one enters.

All eyes are fastened on her as every lesson unfolds, for it is a delight to watch her dark eyes sparkle and her pink cheeks redden. Her curly bobbed hair waves carelessly over her forehead, and her brief skirt and dainty shoes are à la mode.

Each short period ends with a game, a folk song and dance, or with marching to the piano accompaniment. One lesson follows another with the snap

and vivacity of youth. Then, none too worn from her day's toil, away she trips at the close of school to attend an educational course, or more happily to meet a young man who adores her perfect grace.

So here are your two types and who shall say which one exerts the greater influence on the hearts of the boys and girls? "Canst thou measure the sweet influence of the Pleiades?"

Very truly yours,

Martha A. Norton.

19 Dakota Street,
Dorchester, Mass.

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Saturday, April 14, 1928—For Certificates XXX and XXXI-A, beginning promptly at 9 o'clock, A. M.

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